



Positive Behaviour Policy

September 2023

Review - September 2024

Introduction

The Rose School caters for the needs of pupils aged between 11 and 16 years. The pupils experience social, emotional and mental health (SEMH) difficulties in varying degrees of severity and complexity. Clearly, with such a school population, the potential for problems is high and consequently the need for an effective and positive behaviour policy alongside support programs, assumes the highest level of importance.

The key purpose of this policy is to address the diverse needs of pupils whilst promoting positive behaviour for learning. The consideration of pupil behaviour is an integral part of the provision made for our pupils and should contribute to the positive ethos of the school. It is the responsibility of all staff to ensure the maintenance of good order as outlined in the Statement of Behaviour Principles established by the Governing Body. All staff share a collective duty of care towards pupils and each other to ensure good health, safety, and well-being. They also recognise the individuality of pupils and their respective needs.

Aims

- Establish a common school philosophy regarding positive behaviour and to draw together the procedures and practices used within school which are central to the achievement and maintenance of positive behaviour throughout school.
- Support the development of a safe and nurturing learning environment where everybody can thrive.
- Address the needs of pupils through supporting the management of their own behaviour.
- Promote equal opportunities for learning and personal development.
- Create a learning environment which encourages pupils to make choices and learn from consequences in accordance with the principles of restorative justice.
- Provide opportunities for teamwork and co-operative work between pupils and staff.
- Support individual effort and positive thinking.
- Give pupils self-confidence and pride in their achievements and their school.
- Support the safety and well-being of pupils and staff.
- Encourage pupils to reflect on their own behaviour and take part in restorative approaches to build relationships.
- Create opportunities to celebrate positive behaviour.

Working Practice

The positive behaviour strategies used in school are intended to establish a structure which will enable the pupils to succeed academically, emotionally, and socially.

Pupils with social, emotional, and mental health difficulties need the support of a structure. They need to know the boundaries within which they can operate, what is expected of them, what opportunities are available to them and how they can best make use of the school to access the opportunities.

The Head Teacher, in consultation with the Governing Body, is primarily responsible for the establishment and maintenance of discipline within the school. However, the day-to-day support for positive behaviour is the collective responsibility of all staff, teaching and non-teaching. They have equal status and authority in implementing the behaviour policy. The exception to this is the exclusion of a pupil. This responsibility lies solely with the Head Teacher or Deputy or other appointed person in their absence.

Good behaviour management is best affected through a team approach that offers solidarity and mutual support for each other. Any difference of opinion on how a situation has been handled should not occur in front of pupils.

If we feel that we have mishandled a situation, unfairly treated a young person or simply misread a situation, then we should be prepared to apologise to the pupil and make restitution if necessary. This demonstrates an example of a good role model to the young person and leads to good pupil/staff relationships.

If agreed procedures are adhered to, a consistent and fair approach to positive behaviour will be ensured. Procedures should be reviewed on a regular basis and any changes must be brought to the attention of all staff. Changes will be communicated through the daily briefing sheet or if necessary, during the weekly tutor intervention meeting or staff meeting.

We strive to create a child-centred environment where we treat each child as an individual with their own unique needs. These are best met with a personal approach which balances consistent principles and flexible application. This is how we believe we can support the best possible outcome for each individual child.

Each young person is part of a small form group, this allows them to develop close relationships with their peers and a staff Form Team where positive partnerships can be formed between home and school. All Form Teams are in daily contact with the young person's family forging positive links between home and school.

All young people at The Rose School have a Pupil Information Plan that contains information about their strengths, needs and support strategies. This document is used by all staff at The Rose School informing them on how best to support each young person inside and outside the classroom with useful strategies to help and informs staff of what does not work well.

A risk assessment is also completed by the young person's Form Team in collaboration with them. If the risk assessment indicates that it requires it, a positive behaviour support (PBS) plan on that pupil will be carried out. All these documents are stored in an electronic file and updated on a termly basis. PBS informs our practice and allows us to work therapeutically with a young person to recognise triggers earlier and intervene in a positive manner.

Pupils have access to sensory rooms and an intervention team who are able to guide them in managing their behaviour. The young people at Rose school also have access to a play therapist, small group sessions and can identify a preferred adult. This adult can be called upon to assist when a young person is becoming dysregulated and needs support to manage their behaviour.

An annual Individual Education Plan is devised in collaboration with parents and the young person (one page profile/annual review) identifying their academic and individual needs linked to the outcomes from their EHCP.

Supporting Positive Behaviour

A major element of supporting positive behaviour is to consider all pupils, focusing on increasing their self-worth and self-esteem through recognition of effort and highlighting their successes. Unacceptable behaviours are identified, and specific targets addressed through 'Individual Personal Targets'. These are recorded on their points sheets and reviewed half termly in consultation with pupils and parents/carers.

The Points System

At The Rose School we operate a whole school points system which serves several purposes.

1. It is part of a reward system for a termly reward.
2. The weekly point sheets are an ongoing record of pupil behaviour and attitudes.
3. At least a weekly phone call or email is made to all parents/carers regarding the week their child is experiencing.
4. 5* rewards are awarded every week for pupils who:
 - Attend 100%
 - Wear correct uniform
 - Achieve at least 6 points every lesson
 - Carry out a daily act of kindness
 - Manage their enrichment activities and any off-site activity

Pupils who receive the 5* reward will get a £5 voucher which they can take home or can save up in school.

The maximum number of points per day is 60. Points are awarded for each of the 6 lessons up to a maximum of 10 points per lesson.

Points are awarded as follows: -

- 3 points for Attitude to Learning awarded by the teacher
- 3 points for Progress awarded by the teacher
- 4 points for Personal targets (2 personal targets per pupil) awarded by the support staff

(See Appendix for Attitude to Learning and Progress descriptors)

Six points or above is considered to be a good lesson.

When applying the points system, consistency of application is of paramount importance if the system is to work and have value in the eyes of the pupils.

The system of awarding points should not prohibit in any way the other many ways of rewarding good behaviour and encouraging acceptable attitudes. Each teacher has their own individual way of encouraging good behaviour and effort in their classrooms.

Dealing with challenging behaviour

As already stated, it is recognised that in a school population of pupils experiencing social, emotional, and mental health difficulties, that individual pupils will display at times, inappropriate and challenging behaviours.

Teaching staff should not be expected to tolerate poor behaviour in their classrooms, but they are expected to use all the various positive behaviour strategies or seek the support of the Intervention Team when their strategies have been exhausted.

End of the Day Routines

Form teams meet at the end of every day to discuss the pupils individually and other matters arising from the day such as safeguarding concerns and positive achievements. These comments and discussions are recorded on Arbor and can then be used for meetings with parents etc. Any decisions regarding sanctions are also discussed at the meeting and logged on Arbor. All incidents including damage, racism and bullying should also be recorded on Arbor during this meeting.

The Intervention Team also have an end of day meeting where matters from the day are discussed and logged. The Intervention team look at all incidents logged on Arbor and ensure actions are taken so the incident can be resolved. The staff on the intervention team are responsible for communicating with all staff to ensure actions happen and the incident is resolved. SLT are available for advice and guidance.

In addition to this there is a weekly tutor's intervention meeting where the SENCo, Attendance manager, Family support worker, teachers and intervention team meet to discuss the pupils' week and any issues or information that needs

sharing. Action plans are put in place for those pupils that are discussed at this meeting. Minutes of this meeting are recorded and shared with all staff.

Intervention and Support

Key rooms have been identified in school where pupils can seek support or are timetabled for specific interventions. These rooms are Intervention 1, Intervention 2, Reflections Room, Sensory Room, Boxing Room and the Studio. A member of the intervention team should always be available throughout the day to offer advice to staff that are struggling with pupils that are not engaging in lessons; whether they are distracting others with a lack of study focus or they are bringing issues or concerns into school that are affecting their usual settled patterns of behaviour. The intervention team will encourage support staff to offer pupils the opportunity to talk things through and encourage the development of personal strategies to help the pupil through times of difficulty during the school day. Support staff are encouraged to use intervention 2 with pupils to minimise disruption on the classroom corridors. Pupils who use this intervention can still earn points.

The intervention team will monitor the corridors throughout the day to ensure pupils have someone to talk to in the event of them being unsettled in class. The intervention team carries out targeted programmes, such as Maths and English boosters, in a 1:1 or small group setting or can assist pupils who are struggling to complete their work in class, by providing them with a change of face and a more settled environment to learn. They can support pupils in making progress towards EHCP objectives concerning anger management, emotional responses, social responses, managing times of change, preparing for life post 16, developing life skills and developing speaking and listening skills. The Intervention Team track and record all sessions for analysis and assessment.

Intervention 1

This room is the base for the intervention team, providing a welcoming environment for pupils to come and engage in their learning. There are numerous timetabled intervention sessions on throughout the day with different intervention staff.

Intervention 2

This room has several uses. It is a large room that was designed by the pupils for relaxing and independent study. Some uses are.

- A place where pupils can work out of the classroom with classroom support staff.
- Break times for pupils that don't want to be outside.
- Group therapy work and work with outside agencies.
- Reward sessions for individual pupils or small groups.
- A quiet place to complete specific programmes with intervention staff.
- Independent learning for key stage 4 pupils.

Sensory Room

The sensory room is a calm space that pupils can access with a member of the intervention team. It offers a safe space where pupils can regulate their emotions through play, lights, or quiet time.

There are targeted sessions timetabled in the sensory room with intervention staff. The room can also be used as a reward or a place to carry out restorative justice meetings, if appropriate.

Due to the expensive equipment in this room, pupils will not be permitted entry if they appear in any way distressed. Pupils and staff must remove shoes on entry to the sensory room.

The room is also available for staff use, when appropriate.

Boxing Room

This is a small space that has a padded seated area, large wall pads, a large punch/kick bag and coloured LED lights. There is a control panel for the lights that will change the colour, speed and brightness. The intervention team and SLT can access this room for pupils to use when distressed. It is a great resource to use before any conversations are attempted with pupils that have been involved in an incident.

Reflections Room

Reflections is an internal exclusion room based within the school. A member of the intervention team is based in the room with pupils for part of the day to carry out reflective practice after a serious incident. Inevitably, there will be occasions when an external exclusion is the only option. On both of the above occasions parents/carers are informed.

Whilst in Reflections pupils will follow a set timetable which consists of Maths and English. They will also complete reflective and restorative work which will be directly linked to the behaviour which placed them there.

Studio

This is a large room where social skills sessions take place with intervention staff. It offers a safe space where pupils can regulate their emotions through play, lights, or quiet time. Targeted sessions are carried out to improve pupils' reactions to situations. Sensory activities might include messy play, Lego therapy, art or talking. With older pupils, life skill sessions may be offered involving independence and self-care.

De-escalation and physical intervention

All staff are trained to follow the strict guidelines of de-escalation techniques and the use of physical intervention. At all times staff endeavour to employ the de-escalation techniques over physical intervention. However, there are times when a young person's behaviour demands that staff must intervene and use reasonable force to decrease the risks to themselves and/or others present.

Staff and pupils involved in any incident will need to ensure that there is an opportunity to repair and rebuild any damage done to the positive relationships

between staff and pupils. An RF1 must be completed by all staff involved in a physical restraint.

All incidents of physical restraint are reported to Governors anonymously on a termly basis and reviewed as part of the monitoring process of school performance.

Exclusion

Serious breaking of school rules or extended periods of unacceptable behaviour that pose a Health, Safety, Well-being or Safeguarding risk may result in exclusion from the school, usually for a fixed term. Exclusions are carried out according to DfES and Directorate guidelines. Exclusion can only be approved by the Head Teacher, or Deputy in their absence. In all cases of exclusion, parents/carers are notified of their rights to make representations to the Chair of Governors.

In line with current legislation if a pupil is excluded for more than 5 days then suitable full-time provision should be provided from the 6th day. If a pupil is excluded for more than 1 day then work will be sent home for Maths and English and any GCSE work, if appropriate, for the days missed.

Parents/carers are required to ensure that their child is not allowed to be out and about during school hours during the period of exclusion. A young person seen during school hours is liable to a fixed penalty fine.

Following any fixed term exclusion, the parent/carer will be invited for a reintegration meeting. However, failure to attend such a meeting would not be allowed to prevent the pupil returning to school. In emergency circumstances a telephone meeting can be held.

On an extremely rare occasion a decision may be made to permanently exclude a pupil. This is a situation that we will always try to avoid and will only occur when there is no other way to manage a pupil in school.

Smoking

The Rose School is a non-smoking establishment, although we would be naïve to not acknowledge some pupils are smokers. Duty staff are vigilant in noting any pupils they see smoking at break times. If pupils are caught smoking on school premises their tutor will be informed who will then discuss with parents/carers. This applies to e-cigarettes also.

Prohibited Items and Mobile phones

Health and safety legislation requires a school to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include reasonable rules as a condition of admittance onto school premises.

Pupils attending The Rose School should not have any of the listed prohibited items on their person in school.

Prohibited items are:

- aerosols
- mobile phones*
- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarette papers, lighters, matches**
- fireworks or fun snaps
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used: to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

*Mobile phones are allowed to be used appropriately on transport only, to and from school. Mobile phones cannot be used for taking pictures, videos or video calling while on transport.

All pupils are asked to lock their mobile phone away in their tutor room safe on arrival or Key Stage 4 pupils can keep them in their lockers that can be accessed on arrival, at lunchtime if they go offsite and at the end of the day.

**Key stage 4 pupils that have permission to go off site at lunch time must place any smoking materials in their lockers. These items must be returned to their locker at the end of lunch.

If staff suspect, are informed of, or see pupils with any of the prohibited items they should ask for that item to be handed in. Any pupil refusing to do this should, in the first instance, have a phone call home. Parent/carer should be informed that their child is refusing to hand in a prohibited item and that the school would have no choice but to send their child home for refusing to comply with school rules. This is not classed as exclusion but treated as unauthorised absence. The parent/carer would need to pay the cost of the transport in this case. Following the phone call, which may or may not involve the child speaking to their parent/carer, the pupil should then be given a last chance to hand the item in. If the pupil refuses this final time then SLT should be informed and the office will arrange transport. It may be more appropriate for the police to be called to assist, depending on the prohibited item the pupil has on them.

(Information taken from Department for Education 'Searching, screening and confiscation' January 2018).

Involvement of the Police

Only the Head Teacher, the Deputy Head or other appointed person in their absence can make the decision to involve the Police. This would be a last resort when every other strategy to resolve the situation has not worked.

The Police may also be involved if a pupil has wilfully committed criminal damage, has seriously assaulted a pupil or member of staff or committed other criminal offences such as theft or arson. On occasions we have had to call the Police to remove pupils from the site who have been excluded but are unwilling to leave and are creating a Health and Safety risk.

We have developed a good relationship with our local community police team. We are always reluctant to press charges but equally pupils cannot be encouraged to believe that they can assault staff and that nothing will happen consequently.

We have a Damage Policy that explains procedures relating to this. Parents/carers should expect to pay some or all the costs of repairing damage which has been caused deliberately by their child.

Claire Crowley
Head Teacher